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ABSTRACT

Through interviews and participation with 20 preadolescent African American boys from 1 urban elementary school in school and during leisure activities, the researcher explored what "getting into trouble" meant to the boys themselves, and what it meant to the teachers, principals, truant officers, and relatives of these children. Taken together, these data construct a picture of how educators' beliefs in the natural differences of black children and the "criminal inclination" of black males shape decisions that disproportionately single out black males as being at risk. The chapters are: (1) "Don't Believe the Hype"; (2) "The Punishing Room"; (3) "School Rules"; (4) "Naughty by Nature"; (5) "The Real World"; (6) "Getting in Trouble"; (7) "Unreasonable Circumstances"; and (8) "Dreams." (Contains 105 references.) (SLD)

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